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history of the United States, but rather to emphasize the points neglected by them, the story of the achievement of a people whose environment constantly compelled new adaptation and promoted ingenuity and energy of character.

The book in general follows the well-beaten path suggested by earlier works in the same field. After a brief survey of the colonial period of simple domestic economy and its European background and the reactions of British colonial policy upon colonial industry and commerce, the author traces the early struggle of a new nation through the transitional period to establish its own national economic life. Then follows the period of national consolidation and isolation, the westward expansion and its economic significance, and the period of readjustment marked by the development of large-scale production following the Civil War, by the combination and organization growing out of severe competition, by public regulation of industry, by the growth of consciousness and power of labor and organized capital, and by all of the problems resulting from the closing of the frontier. The volume closes with an account of social and industrial welfare.

In each period the important events are emphasized, and an attempt is made to bring out the causal relations. The text follows a topical rather than a strictly chronological method of treatment.

In the Preface the writer makes the following comment:

Emphasis has been put upon the *way* in which things have been done rather than upon the *amount* done. It is qualitative rather than quantitative analysis. While a recital of the facts must form a part of an historical text, yet more important are the whys and the wherefores of the facts. The aim, therefore, has been not only to show what the facts are, but to show, as far as may be, why the facts came to be.

The book is well organized for use as a textbook containing various pedagogical helps and reading references. It is written in easy, direct style, and the subject-matter is illustrated by seventy-six well-chosen pictures and fifteen maps so that it will be found useful to high-school students for supplementary reading or textbook use.

F. L. SCHWASS

Vocational training for the rural districts.—Due to the sympathetic attitude which is entertained by Congress and the several state legislative bodies toward vocational education generally and its application to the rural districts specifically, a number of problems concerning its introduction have arisen. The members of rural school boards, state and district educational administrators, and rural school teachers are confronted with the difficulties of establishing a forward-looking program for vocational education in their respective communities. What in detail shall be taught, the necessary qualifications of persons to teach it, and similar questions of administration must be solved. New York state has had a plan of vocational education for her rural districts in operation long enough to give some knowledge to others concerning these weighty prob-

lems. A thoroughgoing survey does this most effectively.¹ Mr. Eaton's compilation of studies presents, in a most satisfactory manner, just what has been taking place in New York state in the field of vocational education in the rural centers. The merits and deficiencies in the organization, administration, and teaching of agriculture and home-making are clearly shown. Mr. Eaton's recommendations, found on pages 266-71, are significant and of value to those having a part in any rural community's vocational education program.

ROBERT WOELLNER

Health education.—There has been much discussion of the school curriculum in the light of its usefulness in meeting social needs, but very little has been done actually to make it function in the immediate life of the individual to be educated. One of the most significant attempts² in this direction is the timely work done by E. George Payne, formerly principal of the Harris Teachers College of St. Louis, in bringing into the curriculum a variety of situations designed to develop specific habits, practices, ideals, and attitudes relating to the personal health and hygiene of the pupils.

As indicated in the Preface, the plan does not anticipate the addition of another school subject to the crowded curriculum; nor does it leave the development of the health of the students to the branch of physical education and hygiene. Every school subject is made to contribute its appropriate part to the development of individual and social practices essential to healthful living as well as to the building of knowledge and skill along its own particular lines.

The book consists of twelve chapters. Chapters i and ii set forth respectively the problem and the method of health education. Chapters iii to xi give concrete examples of the materials employed in the different elementary-school subjects to develop the desired knowledge and habits of health and of the technique involved in directing and supervising the application to the needs of life. Here the procedure has been very wisely reduced to a matter of school routine through which, by constant repetition and reiteration, health habits and ideals will become an integral part of the pupil's life and consciousness. Chapter xii treats of the administration of the health program and contributes a score card for the rating of the attainment of the pupils along healthful lines.

The book is the product of a co-operative experiment in curriculum reorganization which has resulted in the enrichment and vitalization of the various subjects of the elementary course of study as well as the enhancement of the personal and social worth of the individuals exposed to its influence. It represents a type of procedure which meets the approval of the business man as well as the educator. It commends itself to every person who is in any way responsible for the training of children.

W. C. REAVIS

¹ THEODORE H. EATON, *Rural School Survey of New York State: Vocational Education*. Ithaca, New York: Joint Committee on Rural Schools, 1922. Pp. 293.

² E. GEORGE PAYNE (editor), *Education in Health*. Chicago: Lyons and Carnahan, 1921. Pp. 253.